



Redesign Plan

Owen Elementary School

Pontiac City School District

Ms. Natasha Smith
1700 BALDWIN AVE
PONTIAC, MI 48340-1116

TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	5
Additional Information	6

Priority School Assurances

Introduction.....	8
Priority School Assurances.....	9

Operational Flexibility Assurance

Introduction.....	11
Assurance of Operational Flexibility.....	12

Transformation Redesign Diagnostic

Introduction.....	15
PART A: REFORM TEAM PERSONNEL.....	16
PART B: TEACHING AND LEARNING PRIORITIES.....	18
PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS.....	21

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES.....	37
PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT.....	44
PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT.....	49

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Owen Elementary School is located at 1700 Baldwin Avenue and is housed inside Kennedy School Building since 2002, we are on the northside of the city of Pontiac. The instructional staff consists of 15 classroom teachers, one Bilingual Teacher, four Bilingual Tutors, three Special Education teachers, one Essential Teacher (physical education), seven Special Services team members (paraprofessionals), and four school helpers. Regular education and special education staffs function as a team to support all students. Student attendance average for the school year is 97.62%. Our student enrollment for Kindergarten to Sixth Grade averages approximately 365(170 females and 195 males) students throughout the school year. Our student population is 57% Latino, 32% African American, 16% White, 4% Asian, and .5% American Indian. There are also three different languages spoken.

Our School has participated in Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) for the last three years, and will carry the practices into the 2013-2014 school year under PBIS. Which focuses on: reducing behavior problems, increasing reading performance, and use student performance information to develop and implement individual and school-wide academic and behavior interventions. It is our MISSION to create a positive and safe school environment for ALL students, where ALL children will read at grade level by third grade!

Our school has several unique features. One is Owen staff is commitment to using 21st Century Technology. We have a technology rich school. Every classroom has a Promethean Board (Promethean Planet), Media Center with enough computers for a classroom to use, mobile computer lab with 20 laptops, 2 or more computers in every classroom, wireless media support throughout the building, and a library of listening books on CDs, and listening centers in every classroom. The school also houses the Department of Human Services, that supports families in the school community, and a WIC office to support new mothers and families.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The vision of the Owen Elementary School community, which includes our parents, teachers, administration, students, partners, and other stakeholders, is to assist all students in realizing their maximum academic, emotional, physical and social potential in order to succeed in a rapidly changing world. All students will be educated in a safe and secure environment that promotes respect, responsibility, manners, self-esteem and communication.

The mission is that, Owen Elementary School students will be prepared for success in the 21st century. This will be accomplished through exposure to technology, hands-on-learning, and active involvement in the learning process. Our educational process will be designed to address diversity and individual differences while focusing on the belief that all students are capable learners.

Our beliefs statement at Owen Elementary School is that we believe parents and community are important contributors to the educational success of children; we believe that our school should be a flexible and an engaging learning environment. We believe that every student can learn when presented the appropriate curriculum with a pleasant atmosphere among all members of the school. We also, believe all students should demonstrate respect for others, responsibility for their actions and pride in their school; manners, coping skills, and conflict resolution will help students succeed in life. Finally, we believe students should see the connection between the taught curriculum and the real world.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Owen Elementary School has maintained student enrollment of 365-370 over the last three years.

Professional Development:

- Building Wide Training in 6 + 1 Traits of Writing
- All Instructional staff has been trained in Core ELA/Reading Strategies
- All staff members have been trained in the CHAMPS Behavior Model
- Staff members have been trained in Thinking Maps sponsored by Pontiac Public Schools
- All classrooms have Interactive Promethean Boards
- Media Center:
- Media Center with 30-35 Computers
- We have a 145-gallon aquarium in the media center to add to its enjoyment and peacefulness.
- Special Programs Students Participated in:
- Celebration of Hispanic Heritage Month
- Earth Day
- "AAA" Award Assemblies: Attendance, Attitude, Achievement
- Students received classes in dental hygiene, from local dentist office
- Beaver Bucks Incentive Program- Positive Behavioral Intervention and Support (PBIS)
- Monthly Birthday Recognition
- Student of the Month Program
- Black History--Diversity Month Celebration (February & March)
- March is Reading Month Celebration
- 100th Day Celebration in all K-2 classrooms
- Family Make and Take Night
- MI Health Model lessons dealing with hygiene, health, and personal safety
- A variety of field trips to enhance the ELA, Math, Science, and Social Studies curriculum
- 2nd place district wide boys basketball champions
- 1st place district wide boys soccer champions
- 4th place district wide girls basketball champions

Monthly Parent PTK Meetings

Bi-Monthly parent Workshops

Annual Cinco De Mayo Celebration

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

For continuous improvement and to address areas of weakness within Owen Elementary, faculty and staff participate in many professional learning activities. This year the staff received district and building level training on Champs, MiBLSi PBIS, Data Analysis, SWIS, Visual Learning, Common Core, Summative & Formative Assessments, Unpacking Mindset for Increased Student Learning, KUD, Data to Differentiation, and Reading Intervention Support and Testing.

To maintain these efforts the leadership team and the SIP team will start the 2013-2014 school year off by implementing the SIP: Schoolwide Action Plans that were created by content & behavioral sub-committees that consist of schoolwide team members that will present their goals, actions, and strategies that will completed, and how that goal will be monitored throughout the school year for continuous success.

Priority School Assurances

Introduction

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

Priority School Assurances

Label	Assurance	Response	Comment	Attachment
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes		Teacher Eval Tool

Label	Assurance	Response	Comment	Attachment
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes		Admin Eval Tool

Operational Flexibility Assurance

Introduction

To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is required that acknowledgement and submission of certain documentation be completed.

Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 2014.

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	Yes		pdf

Label	Assurance	Response	Comment	Attachment
	<p>Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c:</p> <p>Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ____ School.</p> <p>(a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p> <p>(b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p>	No	An addendum has not been created; however, the union has signed the assurance page (attached) (MOU).	

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	Yes	Our school district entered into a Memorandum of Understanding effective August 20, 2014 and Owen's MOU is dated January 23, 2015.	Priority MOU

Redesign Plan

Owen Elementary School

Label	Assurance	Response	Comment	Attachment
	Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.	Yes		Priority Assurance

Transformation Redesign Diagnostic

Introduction

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

PART A: REFORM TEAM PERSONNEL

Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

Margaret Edwards - Co-chair, Department Head: medwards@pontiac.k12.mi.us

Tammy Wyatt - Literacy Chair, Department Head: twyatt@pontiac.k12.mi.us

Clarissa Payne - Co-chair, Teacher: cpayne@pontiac.k12.mi.us

John Gibbs - Math Curriculum, Teacher: jgibbs@pontiac.k12.mi.us

Dee-Anna Lewis - ELA Curriculum, Teacher: dlewis@pontiac.k12.mi.us

Gail Engdahl - Special Education, Teacher: gengdahl@pontiac.k12.mi.us

Constance Thompson - ESL, Teacher: cthompson@pontiac.k12.mi.us

Tammy Fournier - Secretary, Social Studies, Teacher: tfournier@pontiac.k12.mi.us

Belinda Ivory - Culture and Climate Chair: bivory@pontiac.k12.mi.us

Samantha Williams - Parent Representative: anderssam1806@gmail.com

Yalonnda Fleming - Parent Representative: lonif1216@gmail.com

Natashia Smith - Facilitator, Principal: nbsmith@pontiac.k12.mi.us

Clarice L. Ogilvie Posey - Oakland Schools SIF, Leadership: blacksugarcookie@yahoo.com

Dr. Kimberly Leverette - Assistant Superintendent: kleverette@ppontiac.k12.mi.us

Teresa Harris - Assessment Coordinator: tharris@pontiac.k12.mi.us

Lorianne Bell - Literacy & Assessment Supervisor: lbell@pontiac.k12.mi.us

Ron Collins - MSU Intervention Specialist: colli583@msu.edu

Jan Callis - ISD School Improvement Facilitator: Jan.Callis@oakland.k12.mi.us

PART B: TEACHING AND LEARNING PRIORITIES

State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school.

Owen Elementary Math Big Idea

1B.1 The Assistant Superintendent of Curriculum and Instruction, the Literacy Coordinator and the Coordinator for Assessment and Accountability will provide support to Owen School. Support will be provided through walkthroughs that include class-room visits and debriefing immediately following to address the focus on the big ideas we identify prior to the walkthroughs. The structure will be the Assistant Superintendent of Curriculum and Instruction, The Literacy Coordinator and the Principals as the team leaders along with the school leadership team members including coaches who will have questions to ask the students as it relates to what they are learning and a checklist of the particular classroom strategy that is being taught as it relates to the big idea of explicit instruction that include strategies that additionally support Owens big ideas of Math, Writing and English Language Arts. Again, we will use this information to debrief and plan next steps in terms of our expected outcomes at subsequent meetings. The support from the district will come in the form of this structure being put in place and at least two visits scheduled per quarter for the walkthroughs and feedback. The structure will be K-2 and 3-6 in terms of the walkthroughs. District activities that support building leadership include data-wise training and professional development that directly support the big ideas at Owen School.

All students at Owen Elementary will demonstrate an increase in proficiency in Numbers and Operations in Mathematics as measured by NWEA (2-6), State Assessments (MEAP), District and local assessments, Pre and Post Mathematic assessments, and End of the Unit Tests. This will be accomplished by implementing Math Workshops (based on the Common Core State Standards) as an RTI/ MTSS (Response to Intervention/Multi-Tier Support Systems) Model. Math Workshop is an interactive method for teaching mathematics. The purpose of Math Workshop is for the teacher and students to engage in meaningful dialogue through cooperative learning groups that will empower the students to have a deeper understanding of mathematics. Teachers will engage students in math stations/centers that range from 30 minutes to 45 minute sessions for all students and additional intervention time for Tier II and Tier III students. Work stations will be composed of: computer stations, a variety of hands-on math games, using math manipulatives, teacher-led instruction, writing, and projects. Math Workshop ends with a reflection component which is where the students share their learning and the teacher gathers data. Math Workshop is not only an effective method of instruction, but teachers will also use the Math Workshop data to guide on-going instructional decisions. The data used to identify this need: In 2013 8.8% of students were at or above proficiency as reported by the MEAP data. This leaves a 34.7% gap between our school and the 43.5% state target. This also leaves a 76.2% gap between our school and the MDE waiver of NCLB of 85% proficiency for 2022. NWEA spring baseline assessments in addition to teacher classroom assessments also showed a deficit in mathematics for each grade level.

Owen Elementary "ELA/Writing" Big Idea:

All students at Owen Elementary will demonstrate an increase in proficiency in reading and writing. Following training, Reading and Writing Workshops will be implemented at all grade levels and within all classrooms.

Teachers will utilize small group instruction during Reading and Writing Workshop. Teachers will use assessments to screen the instructional needs of students based on our data dialogues of student performance on State and District assessments (ILC Focus Skills, MLPP, DIBELS, Brigance, WIDA-Access, NWEA, and State assessments). Teachers will use the assessment data to guide all instructional decisions for use in the Reading/Writing Workshop model. Teachers will implement research based instruction and interventions. Teachers will monitor the progress of students to inform their ongoing decision making. Teachers will also have collaborative dialogues on student growth and performance on the District and State assessments. Our cause of gap statement shows that Owen Elementary School has a high deficit in reading and writing. Reading and Writing Workshop supports all components of a balanced literacy approach which combines
SY 2014-2015

whole-class (Mini-lessons, Interactive Writing, Shared Reading, and End of Workshop Sharing/Reporting) and small group instruction (Partner Reading, Guided Reading Lessons, Strategy Lessons, and Conferences). Owen Elementary staff will participate in ongoing professional development provided by Oakland Schools ELA coaches; identified teachers will facilitate a Train the Trainer model to share information with the whole staff.

In 2013 30% of students were at or above proficiency in reading as reported by the MEAP data. This leaves a 37.6% gap between our school and the 67.6% state target. This also leaves a 56.4% gap between our school and the MDE waiver of NCLB of 85% proficiency for 2022.

In 2013 >10% of 4th grade students were at or above proficiency in writing as reported by the MEAP data. This leaves a 40.5% gap between 4th grade students and the state's target.

Owen Elementary Explicit Instruction Big Idea:

All students will receive Explicit Instruction, particularly in the area of vocabulary, across the curriculum. One of the most successful tools available to educators is explicit instruction. It is structured, systematic and effective for teaching academic skills. Educational researcher, Robert J. Marzano suggests that we can help close the achievement gap by explicitly teaching subject-specific academic vocabulary to those students who are lacking the background knowledge to succeed in school (Robert J. Marzano's "Six Steps to Effective Vocabulary Instruction" from Building Background Knowledge for Academic Achievement). Owen's EL population, as well as the At-Risk student population that have low oral language skills is too large to simply rely on one ESL (English as a Second Language) teacher in our school. All teachers will become proficient in Explicit Instruction, particularly in the area of vocabulary. Another resource that proves the research-based success of Explicit Instruction is Explicit Instruction: Effective and Efficient Teaching by Anita L. Archer and Charles A. Hughes, Copyright 2011 by The Guilford Press. Anita Archer says, "As educators, we all have the same goal: to help our students make the maximum possible academic gains in a positive, respectful environment that promotes their success and nurtures their desire to learn. One of the greatest tools available to us in this pursuit is explicit instruction--instruction that is systematic, direct, engaging, and success oriented. The effectiveness of explicit instruction has been validated again and again in research involving both general education and special education students. While it has proven to be very helpful for normally progressing students, it is essential for students with learning challenges. Explicit instruction is absolutely necessary in teaching content that students could not otherwise discover."

Because vocabulary development is critical in all subject areas, teachers will use explicit instruction for vocabulary instruction across the curriculum. Our test data indicate that explicit instruction is needed in all areas, particularly in informational reading, social studies, science, and math which often have difficult vocabulary.

READING K-2

33% of all students scored at or above proficiency on their required assessment (DIBELS), leaving a 2% gap between our school and the District.

READING 3-5 FROM FALL 2013 MEAP

30% of all students scored at or above proficiency on the State's required assessment (MEAP), leaving a 6% gap between our school and the District. 26.6% of all students scored at or above proficiency on the State's required assessment (MEAP), leaving a 39% gap between our school and the 67.6% State target.

READING 6 FROM FALL 2013 MEAP

35.5% of all students scored at or above proficiency on the State's required assessment (MEAP), leaving a 4.5% gap between our school and the District.

35.5% of all 6th grade students scored at or above proficiency on the MEAP Reading assessment, leaving a 36% gap between our 6th grade students and the 71.5% State target.

SOCIAL STUDIES 6 FROM FALL 2013 MEAP

Less than 10% of all students scored at or above proficiency on the State's required assessment (MEAP), leaving a 0% gap between our school and the District.

Less than 10% of all students scored at or above proficiency on the State's required assessment (MEAP), leaving a 16.5% gap between our school and 26.5% target.

State what data were used to identify these ideas

All students at Owen Elementary will demonstrate an increase in proficiency in Numbers and Operations in Mathematics as measured by NWEA (2-6), State Assessments (MEAP), District and local assessments, Pre and Post Mathematic assessments, and End of the Unit Tests.

READING K-2

33% of all students scored at or above proficiency on their required assessment (DIBELS), leaving a 2% gap between our school and the District.

READING 3-5 FROM FALL 2013 MEAP

30% of all students scored at or above proficiency on the State's required assessment (MEAP), leaving a 6% gap between our school and the District. 26.6% of all students scored at or above proficiency on the State's required assessment (MEAP), leaving a 39% gap between our school and the 67.6% State target.

READING 6 FROM FALL 2013 MEAP

35.5% of all students scored at or above proficiency on the State's required assessment (MEAP), leaving a 4.5% gap between our school and the District.

35.5% of all 6th grade students scored at or above proficiency on the MEAP Reading assessment, leaving a 36% gap between our 6th grade students and the 71.5% State target.

SOCIAL STUDIES 6 FROM FALL 2013 MEAP

Less than 10% of all students scored at or above proficiency on the State's required assessment (MEAP), leaving a 0% gap between our school and the District.

Less than 10% of all students scored at or above proficiency on the State's required assessment (MEAP), leaving a 16.5% gap between our school and 26.5% target.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Requirement #1: Replace the Principal and increase leadership capacity at the school.

Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all five turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. *Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.

Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.

1A.1 The District has continuously evaluated the instructional leadership of Principal Smith and is satisfied that she has demonstrated the competencies necessary to turnaround Owen School. With twenty-one years in the field of education, she holds a Education Specialist Certificate in Administration & Special Education Supervision and Masters in Educational Leadership from Wayne State University. She earned a Bachelors in Special Education & Biological Sciences from Eastern Michigan University. As an educator and principal, Mrs. Smith has earned the trust and respect of her staff, parents, students, and the community. It is always energizing to see the dedication and collaboration Mrs. Smith brings to both the school and the parents in the community. She empowers fellow educators to inspire students to reach their full potential through building a deep and sustained commitment by each and every staff member. This type of commitment and dedication occurs by keeping all staff members as well as parents involved in the decision making progress within the school. She has had success with fostering cultures of collaboration and accountability at Owen School.

First, she has identified and focused on early wins. This has been accomplished by maintaining a very capable leadership and school improvement planning team which shares the same vision that they must implement an instructional model that yields rapid-turnaround results. The instructional model that was put into place includes Professional Learning Communities to look at student work and make informed decisions about instructional practices that were researched based. The Professional Learning Community also identified areas of strengths and weaknesses that and developed the big ideas that would drive student learning outcomes which include explicit instruction, math, english language arts and writing. It is expected that a big payoff will be increased student achievement as a transformation plan and a system of accountability are key systems that needed to be in place for rapid turnaround to occur.

Next, she looked beyond the school to get as much support as possible using not only consultants and coaches from Oakland Schools but also partnerships both from the local community and higher educational organizations to help with turning the school around.

Mrs. Smith and her staff have engaged community partnerships in their reform plan by utilizing academic partnerships to support their strategic and core students in Project Based Learning which provide students a chance to participate in learning that goes beyond the textbook to study complex topics based on real-world issues, activities e.g., 4-H Tech Club, International Technology Academy/Owen Clubs Spanish & Art 3-6, Project Excel 5-6, Hispanic Out Reach K-6, Kensington Community Church-Beaver Book Club 2-6 and Birmingham Rotary Club-Reading Intervention Support 2nd grade & The Rotary Book Club for 4/5 grade girls. Student work is presented to audiences beyond the teacher, including parents and community groups this is usually done toward the end of the school year, through an "All Student's Production Night."

In establishing a partnership with The Birmingham Rotary Club in the Summer of 2014, Mrs. Smith was in constant communication with the Rotary Club as they wanted to establish goals for a Literacy partnership that were aligned to the District Improve-ment/School Improvement Plan that would directly impact students based on data. From this, students in grades 4th and 5th were identified to participate in the Literacy Partnership based on 2013-2014 MEAP scores and 2014 NWEA ELA scores. A weekly book club was established for the school-year that focused on building intensive and strategic reading comprehensive skills. We are expecting continuous growth that may result in increasing our female student's assessments scores in reading comprehension skills. In addition Birmingham Club and Kensington Community Church have partnered with Owen to provide daily tutorial reading support for high, intensive and strategic students in 1st and 2nd grade focusing

specifically on corrective reading measures

Third, as a transformational leader, she quickly organized content specific Professional Learning Communities, they were able to quickly identify the causes of low-performance and Priority School Status through data dialogues. In addition, the PLC's they created incorporated ELA and Math Instructional Learning Cycles for K-2, 3-4, and 5-6. They have departmentalized their upper elementary (3-6) which has increased their students' instructional time for ELA and Math. Multiple staff members have taken the lead at Owen to become Trainer of Trainers for NWEA assessment, Readers workshop, Math workshop and school wide information systems (SWIS). They have also strengthened their instructional programs by hiring ELA and Math Interventionist to work alongside their Resource Room Teachers, ESL teachers, and Bi-lingual Tutors to provide Tier II and Tier III instructional support.

In addition in terms of collecting and analyzing data, each school year begins collecting perception data from surveys from students, parents, and teachers, which is evaluated by the leadership team and together they look at strategies that can develop and implement changes that will foster and promote high expectations for learning, creativity, and productively in a judgment-free, positive environment. Owen's parent perception survey was sent home to all 430 parents in the building during the month of May. The results from the survey showed 100% of parents felt welcomed at Owen and classroom. The next question showed 65% of parents agreed to be involved in school programs, compared to 35% that are not involved in school programs. The result shows that the staff at Owen need to continue to try to get more parents involved in all areas of curriculum and school programs during and after school. Mrs. Smith makes informed decisions based on data. She has had her staff rely heavily on collecting and analyzing data in an effort to identify crucial problems that can be fixed quickly. Through progress monitoring, data analysis, PLCs, data dialogues, surveys, and behavior data she has worked with the staff to establish big ideas that will help with the turnaround of the school. The big ideas that have been established with staff include English Language Arts and Writing, Explicit Instruction and Math. Leadership Capacity is built around the regular monitoring of instruction and feedback to staff around the three big ideas throughout the school-year. This allows for leadership to know and understand exactly what is taking place with the teacher and that the instructional practices identified are implemented with fidelity. The data collected will help leadership and staff in Professional Learning Communities focus on areas of improvement as it relates to classroom instruction and looking at student work. Based on the data and looking at student work, the necessary coaching support for teachers will be implemented to ensure deep understanding of subject matter as well as the application of differentiated teaching strategies so that all students have access to and are successful learners in Tier I. Also we expect the necessary interventions in Tier II that identified students need in order to demonstrate proficiency will take place on a daily basis throughout the year and this double dose will support students in the core curriculum.

Mrs. Smith consistently demonstrates a strong work ethic and a dedication to success. She believes strongly in shared leadership, data-driven decision-making, continuous job embedded professional development, quality instruction, instructional best practices, and a strong relationship between all parties within a school. Mrs. Smith works closely with the School Improvement Team and looks closely with their school's data to plan for continuous, job-embedded learning for educators so that her staff stays up to date on the most current research and best teaching practices.

Through data analysis, teacher evaluations, peer coaching opportunities and shared leadership, Mrs. Smith focuses all of the school's resources where they will best improve results. The transformation vision for Owen Elementary is a vision shared by all stakeholders.

1B. The District is committed to supporting Owen school in creating and maintaining a climate and culture that is conducive to high quality teaching and learning that leads to improved student achievement.

The principal will have multiple opportunities to attend professional development activities offered by the District and by external providers, including those offered by Oakland Schools.

Monthly principal meetings on the third Thursday of each month will offer opportunities to dialogue with peers, to participate in activities that increase leadership capacity such as discussing current articles, book studies and to be engaged in job related professional development. Mrs. Smith will be participating in data wise school-improvement at Oakland Schools and have a double dose of this learning offered during Principal meetings throughout the year with a Oakland Schools Leadership Consultant.

District-wide Professional Development days are scheduled for the 2014-15 year. (See attached calendar) On August 19 2014, the District-

wide professional development day focused on Curriculum Aligned with Common Core State Standards. Mrs. Smith will have several opportunities to participate in professional develop offered by the district and Oakland Schools throughout the year that focus on data dialogues .She also con-tinues to participate in the Michigan Department of Education and Mi-Excel trainings .

Since the District and Teachers' Association have agreed to provide one Wednesday afternoon monthly for teachers and the leadership to participate in Professional Learn-ing Communities, District representatives will attend meetings periodically to support and guide the work of the school.

The District will provide direct support to the principal in providing data for the school to examine, analyze and act upon. The school will have the support of the District As-sessment Coordinator to provide on-site training and support in analyzing data. Addi-tionally, coaches and school improvement facilitators from Oakland Schools will provide job-embedded training in building capacity in leadership and instruction. In collaboration with the District Rep., the specialist from MSU will provide support to the principal in the implementation of the Transformation Plan and also provide professional development and coaching as needed. The District will support the principal in implementing and achieving the teaching and learning goals that the staff has selected for focus and will provide strategies for engaging students and improving literacy and numeracy skills. The District will monitor the implementation of the Instructional Learning Cycle that are intended to yield quick gains in achievement.

The District will provide as many resources as is possible within the Consent Agreement that supports the nature of the work of the school.

The District will pool and consolidate resources technology, talent, resources; both human and financial for the benefit of the school. The District will also provide a schedule of progress benchmarks and a plan for student assessment that is to be developed.

Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.

Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.

Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of leaders' evaluations must be based on student growth). Attach the teacher evaluation and administrator evaluation.

The teacher and administrative evaluation models were developed during the 2011-12 school year.

The Charlotte Danielson Model provided the process to create a teacher evaluation plan and the "Interstate School Leaders Licensure Consortium Standards (ISLLC) for the leadership evaluation plan. The implementation of the Charlotte Danielson Model consisted of the following steps:

- The collaborative team consisted of the Teacher Union President, three teachers from the elementary, middle school, and high school; the middle school and high school principals; and the Human Resource Director.

- Eight to ten meetings were held during the 2011-12 school year through October, 2012. Meetings were for the purposes of clarifying the purpose and objections of the evaluative process, engaging the stakeholders and obtaining feedback on the instrument, assessment tools, and student growth objectives.

- Teachers also received professional development in October, 2011 on the MDE Edu-cators' Evaluation process. Administrators received training to ensure that instruments were administered with fidelity at the Principals' Academy at the same time. Teachers and principals met to review the observation instrument and the protocol to develop an-nual goals in building staff meetings and individually prior to the implementation of the process.

- To measure student growth, assessment tools from DIBELS , Atlas Rubicon, State As-sessments, Core Source Book (Literacy), NWEA and Every Day Math assessments are utilized. Student Learning Objectives (SLOs) are a participatory method of setting measurable goals and objectives, based on the specific assignment or class. They may be based on standardized tests or may be teacher created assessments if they are based on the Power Standards from the Common Core Curriculum.

-Criteria in the Evaluation Tool include student growth as a factor in the overall performance measure. Student growth is currently 20% of the overall evaluation formula as measured by how students perform on State Assessments, DIBELS, NWEA and MLPP. For the annual year-end evaluation for the 2013-14 school year, at least 25% of the annual year-end evaluation shall be based on student growth and assessment data. For the annual year-end evaluation for the 2014-15 school year, at least 40% of the annual year-end evaluation shall be based on the student growth and assessment data. Beginning with the annual year end evaluation for the 2015-16 school year, at least 50% of the annual year-end evaluation shall be based on student growth and achievement data.

-The Interstate School Leaders Licensure Consortium Standards (ISLLC) is used for the Leadership evaluation plan. The Human Resource Director and three administrators met five times prior to the beginning of the 2011-12 school year to clarify the purpose and objectives of the administrator evaluation system, engage stakeholders and obtain feedback on the instrument and the process. The plan was approved by the Pontiac Board of Education and the Administrators' Union in September, 2011.

To align Pontiac's administrator evaluation with legislation the same criteria for student achievement will be applied to the building administrator evaluation. For the annual year-end evaluation for the 2013-14 school year, at least 25% of the annual year-end evaluation shall be based on student growth and assessment data. For the annual year-end evaluation for the 2014-15 school year, at least 40% of the annual year-end evaluation shall be based on the student growth and assessment data. Beginning with the annual year-end evaluation for the 2015-16 school year, at least 50% of the annual year-end evaluation shall be based on student growth and achievement data.

Criteria in the Evaluation Tool include student growth as a factor in the overall performance measure. Student growth is currently 20% of the overall evaluation formula as measured by how students perform on State Assessments, DIBELS, NWEA and MLPP. For the annual year-end evaluation for the 2013-14 school year, at least 25% of the annual year-end evaluation shall be based on student growth and assessment data. For the annual year-end evaluation for the 2014-15 school year, at least 40% of the annual year-end evaluation shall be based on the student growth and assessment data. Beginning with the annual year end evaluation for the 2015-2016 school year, at least 50% of the annual year-end evaluation shall be based on student growth and achievement data.

Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.

Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).

Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.

3A- In terms of attendance, effective January 1, 2014, if any employee has 90% attendance in a semester, staff received \$500.00, that was paid by July 11, 2014 with subsequent payouts on the first pay period following the end of the semester but no later than the second part period after the end of each semester.

In terms of academic incentives teachers will receive a 2% increase in pay if 90% student achievement is met District-Wide on State Assessments. In addition, Individual school will receive \$100,000 to spend towards learning materials and professional development for 90% student achievement is met on state assessments. The individual building coordination councils will have input as to how to spend the \$100,000.

3B-Per the Consent Agreement for the School District of the City of Pontiac: The District shall use a collaborative process of evaluating educators and administrators that utilizes student growth as a significant factor, and identifies strategies to support ongoing practice.

Redesign Plan

Owen Elementary School

The District shall identify a set of competencies that will be used to screen all existing staff throughout the district, and shall use these competencies in an objective manner to remove ineffective staff, and to remove the least effective staff in the event of a district-wide layoff or staff reduction.

Pontiac School District teachers are evaluated on relevant competencies with the de-sired goal of enhancing professional growth and performance. The evaluation of teachers will include the following five (5) Domains of Performance Competencies. Using the Minimum Performance Expectations for All Informal and Formal Observations, teachers must score a minimum of 75% overall in the Effective or Highly Effective Categories and at least 40% of students must achieve 75% mastery in reading and mathematics as evidenced by assessment data by June, 2015. By the end of 2014-15 school year, will continue to be at least 25% of the annual year end evaluation shall be based on student growth and assessment data. Teachers will be observed formally at least two times/yearly unless they are Non-tenure teacher and then it is three times/yearly. Non-tenure teachers will also receive a mentor. Teachers are provided with a copy of the Criteria for Attaining Tenure that outlines the desired competencies. The final conference for all PEA members will be conducted by the last week in May.

1. Planning and Preparation - Use of Methods

- Use of Materials
- Use of Time
- Preparing Lessons

2. Teacher Effectiveness

- Clarity
- Effective Instruction
- Effective Communication - Enthusiasm
- Knowledge of Subject Matter - Flexibility
- Motivation and Reinforcement - Structuring Comments
- Task Orientation - Variability

3. Classroom Management

- Creating an Environment and Culture for Learning
- Maintaining Accurate Records
- Use and Management of Technology, Materials and Facilities - Classroom Control

4. Professional Responsibilities and Relationships (with students, staff and community) - Concern for Students

- Effect on Student Character and Personality Growth
- Student Engagement: Participation and Reaction to the Lesson
- Rapport with Students
- Attitude Toward Supervision
- Work Relationship with Staff
- Work Relationship with Parents and Community

5. Student Growth and Assessment - Assessment/Student Achievement

Per the Consent Agreement, Section B-4 pp. B10-B11. The District shall remove educators, administrators, and staff who have been given multiple opportunities to improve but have not effectively increased student outcomes or school operations.

Teacher Remediation/Removal Process

-The District and school will remove administrators and staff who have been provided with multiple opportunities to improve with support and afforded due process as outlined by their contracts with the PSD. Opportunities for job-embedded professional development, coaching, modeling, conferencing and instructional support according to need will be provided.

-Administrators and teachers who receive Not Effective or Minimally Effective will develop Individual Improvement Plans with the designated building administrator. Plans will be reviewed monthly and reports written on progress. Teachers will receive timely and relevant feedback.

Data related to student growth will be provided at six week intervals.

a) The performance evaluation system shall include a midyear progress report for a teacher who is in the first year of the probationary period

prescribed by section 1 of article II of 1937 *Ex Sess(PA 4, MCL 38.81, or who received a rating of minimally effective or ineffective in his or her most recent annual year-end evaluation. The midyear progress report shall be used as a supplemental tool to gauge a teacher's improvement from the preceding school year and to assist a teacher to improve. ALL OF THE FOLLOWING APPLY TO THE MIDYEAR PROGRESS REPORT:

- i. The midyear progress report shall be based at least in part on student achievement.
- ii. The midyear progress report shall be aligned with the teacher's individualized development plan under subdivision (a) (iii).
- iii. The midyear progress report shall include specific performance goals for the remainder of the school year that are developed by the school administrator conducting the annual year-end evaluation or his or her designee and any recommended training identified by the school administrator or designee that would assist the teacher in meeting the goals. At the midyear progress report, the school administrator or designee shall develop, in consultation with the teacher, a written improvement plan that includes these goals and training and is designed to assist the teacher to improve his or her rating.
- iv. The midyear progress report shall not take the place of an annual year-end evaluation. Teacher Performance Evaluation System, Pontiac School District, p.52.

-Strategies to improve teacher performance may include participation in PD designed to address the deficient skill area(s), be assigned a mentor teacher or administrator, receive the services of the assigned content coach from Oakland Schools, and observe an effective teacher.

-If the teacher or administrator receives a final evaluation of Not Effective or Minimally Effective for a period of two years, they will be referred to a committee comprised of the Principal, HR Director, Assistant Superintendent and the Union President. A recommendation will be made to the Pontiac School Board for the termination of employment.

Principals and mentor teachers will work closely with probationary teachers to help them adjust to the climate and culture of the building. Every effort will be made to recommend activities to assist the probationary employee to meet the expectations of the District, however, given the urgency to improve instruction for and achievement of our students, probationary teachers may be recommended for non-renewal at any time during the probationary period. Evaluations and other documentation shall be available to the probationary teacher when termination is considered.

Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for monitoring the impact of PD on instructional practices.

To maximize our ongoing professional development opportunities the school improvement team and administrator will document professional development opportunities in a PD binder, post information the office board, email to all PSD teachers/staff, place information in our school mailboxes, post on the principal's newsletters, and provide information in departmental and staff meetings. The professional development will include ongoing, systematic, and job-embedded experiences to enrich and enhance the skill sets of teachers in the areas of planning and preparing for all learners, engaging students in learning through high quality instruction, as well as utilizing assessment appropriately during instruction. These Professional Development Opportunities are aligned with the school's comprehensive instructional program where all students will be able to master the five main components of reading development: phonemic awareness, phonics, fluency, vocabulary development and comprehension. By using Explicit Instruction (focusing specifically on vocabulary development), Writing Workshop, Reading Workshop, and Math Workshop we expect scores to reflect an increase in our student's vocabulary knowledge, reading comprehension, writing, and math comprehension/proficiency.

Various opportunities are offered repeatedly in these areas, and these various researched best practices will have a positive effect on our instructional practices. For all teachers who attend, there will be expectations for using the professional development in the classroom. The leadership team will use an agreed upon protocol to evaluate the impact of the PD on instructional practices by using walkthroughs, reform-redesign checklist, formal evaluations, lesson plans, and analysis of student work to ensure that skills learned in professional development are implemented with fidelity. Teachers can use the professional development to become "Trainer" to train other teaching staff. They can also share out their learning experience with staff during staff meetings, PLC's, grade-level meetings and department level meetings. When trained staff members receive training, there will be opportunities for them to receive individualized feedback through instructional coaching/peer coaching.

Trainings will be structured to provide support based on specific teacher needs, e.g. new staff members will need training on initiatives already in place such as Thinking Maps and Active Reading Text Coding. Current building level Trainer of Trainers, Content Coaches, Intervention Support Staff, and Data Coaches will provide at least 2 training sessions a year for current district initiatives (e.g. Thinking Maps, Readers/Writers Workshop, NWEA, Math Workshops, 6+1 Traits of Writing, Writer's Clinic, Core Source Book, DIBELS) during staff meetings, PLCs, ILCs, grade level meetings and at the district and county level as well. All selected professional development should be job-embedded, in that it should support our instructional program and our reform strategies (Big Ideas). Teachers will use the professional development for day-to-day instruction and ongoing analysis of students' learning, as evidenced through our reform-redesign checklist, lesson plans, collaborative planning logs, data dialogues during staff meetings, PLC's, grade level meetings and department level meetings. Oakland Schools Content Coaches will be utilized starting year two of our Transformation Plan and will provide ongoing professional development based on the needs of individual teachers. The need for ongoing professional development will be determined by data obtained in walk-throughs, checklist, teacher evaluations, and teacher feedback during PLC meetings and student assessment data. The instructional staff will receive on-going feedback throughout the year from the reform-redesign checklist, lessons plans, classroom observations, and through surveys and feedback form given during professional development and meetings. Staff will also have opportunities to receive additional professional development when needed or recommended by the leadership team based on evidence shared with the instructional staff through feedback given in multiple forms: lesson plans, checklists, peer coaching, content coaches, and feedback/surveys.

Currently at the elementary level teachers are provided 1 preparation period per week, along with 2, half day of collaborative planning time per month. Department Heads hold 1 grade level meeting per month and the ILC sessions are currently being held before school hours. The principal also used monthly staff meetings as well for professional development and learning experiences. Training are being provided district wide during after-school hours and on Saturdays.

Explicit Instruction PD:

Our staff will need Professional Development that will help support Low Level Readers (At-Risk and EL) in the Content Areas. One of our "Big Ideas" for rapid turn-around is implementation of Explicit Instruction, particularly in the area of vocabulary instruction across the curriculum. As a staff, we will investigate Professional Development being offered by Oakland ISD based on common core state standards. Two researched-based models are by Marzano and Archer. Our staff will investigate PD's based on the research of these two authors and/or develop PLC's that independently read these works and implement their methods. See additional information below for tentative professional development times, dates and methods of implementation. These are the various series/professional development opportunities available for Explicit Instruction at Oakland ISD. Some of the dates for training have already begun, but the Symposium is March, 2015. We are investigating whether staff members can still join the series that has already begun with a possibility of a make-up session.

Even though the Explicit Instruction Series has already begun, it is likely that the series will be offered again as it is an ongoing professional development topic that OISD offers. Contact person is Lara MacQuarrie.

The administrative team will contact Oakland Intermediate School District/Lara MacQuarrie to request a second semester building level

professional development.

Pontiac School District has also stated they will provide a professional development on Explicit Instruction this school year as well.

Some of the professional development opportunities have a prerequisite of having attended an Explicit Instruction Series or participation in a book study. Our staff is planning to conduct a book study, using Explicit Instruction: Effective and Efficient Teaching by Anita Archer and Charles A. Hughes. A Purchase Order request has been submitted to the District for purchasing this book for our staff member to conduct a Book Study. (See bottom of document for information about how we plan to create a Book Study Group, using the book, Book Study Facilitator's Guide - Practical Steps to Creating Book Study Groups by Oakland ISD).

Title: Explicit Instruction: Symposium

Event Description:

This session is for educators who are interested in learning more as well as educators who are implementing. We will begin with an Adobe Connect session with Dr. Anita Archer in the morning. We will then have the opportunity to visit with a number of teachers from around the county who will share their work. The group will discuss observations, reflections and pose questions and answers.

Title: Explicit Instruction: Series (6 Day Event)

Event Description:

Systematic, explicit instruction is a highly effective, research-based strategy for students with IEPs. This course is centered on the book, Explicit Instruction (Archer & Hughes, 2011) and provides instructors with specific tools and techniques that can be used in the classroom. We will learn about active participation, lesson design, critical delivery skills, explicit vocabulary instruction, giving feedback, and praise. Dr. Anita Archer will join us in-person as well as by Adobe Connect throughout the series. Oakland County Public School Educators who complete the explicit instruction series or online book study is eligible to register for the learning lab.

Title: Explicit Instruction: Learning Lab (3 Day Event)

Event Description:

The explicit instruction learning lab gives practitioners the opportunity to deepen their skills and application of the explicit instruction strategies and techniques learned in the series or book study. The purpose of the learning lab is to provide an opportunity for colleagues to come together to connect, share, reflect, and observe in a safe and supportive environment. The learning labs are hosted in participant districts by participants in the lab and occur in classrooms around Oakland County. Lab participants are also invited to join us at Oakland Schools on March 24, 2015 for a day with Dr. Anita Archer!

Title: Explicit Instruction: Webinar (3 Day Event)

Event Description:

The purpose of the webinar is to ask and answer questions about the implementation of explicit instruction principles and techniques within a community of learners. We will also share, and reflect on, completed work and celebrate success together. Colleagues are invited to share explicit lesson designs, videos, or student work with the group. Participants will focus on reflection and feedback to colleagues and implications for their own practice.

The webinar sessions will culminate in a symposium at Oakland Schools on March 3, 2015.

These are two Professional Development Opportunities and the articles describing them. A form has to be filled out to request product training.

Strategies for Differentiating Instruction

By Jane Moore and Georgia Thompson

What is differentiated Instruction? An abstract:

Differentiated Instruction is not an instructional strategy or a teaching model. It is a way of thinking about teaching and learning. It is not about trudging through a district or state curriculum or adopted teacher manuals that were not written to meet the needs of every student. It is a process of approaching students of differing abilities in the same classroom. It is developmentally appropriate, uses best practices to maximize students' learning, and gives the students tools to handle the content presented.

Unlock Content-Area Success with Explicit Academic Vocabulary Instruction

By Jane Moore and Georgia Thompson

Why Is Academic Vocabulary So Important? An abstract:

We know that all students arrive at school with some knowledge of the world outside the school doors. Some come with enough knowledge and vocabulary to succeed in school, but many students, especially those from families with few resources, lack the necessary background knowledge--and vocabulary foundation--to make content learning easily accessible. Without focused instruction, a student's academic vocabulary gap widens.

Owens's Book Study: Explicit Instruction, Effective and Efficient Teaching, 2011 The Guilford Press, NY NY;

ISBN 978-1-60918-041-6

Redesign Plan

Owen Elementary School

Date(s): January 26-April 10, 2015

Time(s): Independent Reading

Location: Owen Elementary School

Presenter(s): School Professional Learning Communities

Class: All Instructional Teachers

Grade Level: K-6

Audience: Teachers, Special Education Teachers, ESL Teachers, Content Coaches, Interventionists, Teacher Consultants, Administrators and School Improvement Facilitator.

Description: Explicit instruction is systematic, direct, engaging, and success oriented - and has been shown to promote achievement for all students. This highly practical and accessible resource gives special and general education teachers the tools to implement explicit instruction in any grade level or content area. The authors are leading experts who provide clear guidelines for identifying key concepts, skills, and routines to teach; designing and delivering effective lessons; and giving students opportunities to practice and master new materials. Sample lesson plans, lively examples, and reproducible checklists and teacher worksheets enhance the utility of the volume.

Why conduct a Book Study?

A book study is about a conversation; a conversation intended to stretch thinking and influence practice. Book studies are an effective form of professional development and can be used by educators at all levels for their personal and professional growth.

CHAPTER 1 - Exploring the Foundations of Explicit Instruction

Chapter 1 focuses on the overall purposes of the book.

CHAPTER 2 - Designing Lessons: Skills and Strategies

Chapter 2 focuses on how to implicitly teach students to do things, whether referred to as a skill or as a strategy. Also described in Chapter 2 are the overall structures and components of a prototypical explicit lesson.

CHAPTER 3 - DESIGNING LESSONS: VOCABULARY CONCEPTS

Chapter 3 focuses on vocabulary terms and concepts that should be grouped together because they require similar instructional practices. Learners must understand vocabulary words and when and when not to use them - this is explicit vocabulary instruction.

CHAPTER 4 - DESIGNING LESSON RULES

Chapter 4 focuses on how to teach rules. Rule instruction begins with the selection of a rule that is unknown, important to the content being taught and useful to the student in the future.

CHAPTER 5 - ORGANIZATION FOR INSTRUCTION

Chapter 5 focuses on organizing classroom rules, routines, and physical space.

CHAPTER 6 - DELIVERING INSTRUCTION: ELICITING RESPONSES

Chapter 6 helps teachers focus on providing a large number of opportunities for students to respond and stay involved in the classroom instruction.

Chapter 7 - Delivering Instruction: Other Critical Delivery Skills

Chapter 7 focus is on the other three delivery skills; monitoring student performance, provide immediate affirmation, and corrective feedback; with guidelines for correction and praise.

CHAPTER 8 - PROVIDING APPROPRIATE INDEPENDENT PRACTICE

Chapter 8 focuses on providing effective practice and its effect on student mastery and retention.

ELA/Writing PD:

Owen Elementary has selected teachers to participate in a Train the Trainer professional development model on how to effectively utilize small group instruction during Reading and Writing Workshop. The Reading Workshop model will be presented to staff in professional development sessions in September 2014 with the Writing Workshop Train the Trainer model to follow in October 2014. Owen Elementary staff will participate in ongoing professional development as we build our understanding of Reading and Writing Workshop which supports all components of a balanced literacy approach which combines whole-class (Mini-lessons, Interactive Writing, Shared Reading, and End of Workshop Sharing/Reporting) and small group instruction (Partner Reading, Guided Reading Lessons, Strategy Lessons, and conferences).

Readers Workshop

Date(s):

Time(s):

Location: Oakland Schools, 2111 Pontiac Lake Rd., Waterford 48328 Cost: 15.00 Oakland

Presenter(s):

Grade Level: K-12

Audience:

6+1 Traits of Writing & Writer's Clinics

Date(s): 2nd Semester (3 day series)

Time(s): TBD

Location: TBD

Presenter(s): Deb Parrish

Grade Level: K-6

Audience: General Education Teachers, Special Education Teachers, Content Coaches, Intervention Specialist, and Administrators.

Job embedded Outcome(s): The 6+1 Trait model is intended to help teachers provide effective feedback to students and develop students' self-assessment skills and awareness of their thinking patterns and strengths and weaknesses related to writing. The approach focuses on formative assessments--assessments that provide effective and timely feedback on student performance while they work on a task. This provide teachers with activities to support classroom instruction on the traits and engage students in learning about the traits, as well as using them in planning, assessing, and revising their writing.

Thinking Maps

Date(s): 2nd Semester (2 sessions)

Time(s): TBD

Location: TBD

Redesign Plan

Owen Elementary School

Presenter(s): Clarissa Payne & Tammy Fournier

Grade Level: K-6

Audience: General Education Teachers, Special Education Teachers, Content Coaches, Intervention Specialist, and Administrators.

Job embedded Outcome(s): Teacher can use Thinking Maps across disciplines to help students make connections to learning. Thinking Maps are visual tools for learning, and include eight visual patterns each linked to a specific cognitive process. Teachers may apply Thinking Maps in all content areas and all grade levels. The eight map types are: Circle Map used for defining in context, Bubble Map used for describing with adjectives, Flow Map used for sequencing and ordering events, Brace Map used for identifying part/whole relationships, Tree Map used for classifying or grouping, Double Bubble Map used for comparing and contrasting, Multi-flow map used for analyzing causes and effects and Bridge map used for illustrating analogies. When used effectively by linking each thinking skill to a unique and dynamic visual representation, the language of Thinking Maps becomes a tool set for supporting effective instructional practice and improving student performance.

Mathematics PD:

Digging Deeper into Everyday Math: "Utilizing Math Workshop"

Date(s): 2nd Semester (2 day series)

Time(s): TBD

Location: TBD

Presenter(s): John Gibbs

Grade Level: K-6

Audience: General Education Teachers, Special Education Teachers, Content Coaches, Intervention Specialist, and Administrators.

Job embedded Outcome(s): Before each unit, teachers will give a pre-test to the students to determine their prior knowledge about the concepts in the unit before teaching. Using that information, they will create three groups (high, medium, low). It is a great program because it includes lots of math games for the reinforcement of new concepts, and it provides teachers with materials to meet the needs of both gifted and remedial students. The lesson can be adjusted to meet the needs of the Common Core Standards and the needs of our highest math students and our lowest math students by using the "enrichment" and the "readiness" resources provided in the program.

One of the Professional Development Opportunities that will be offered this year is Implementing Math Workshop which will be given by a building level Trainer of Trainers.

Date(s): 2nd Semester (2 day series)

Time(s): TBD

Location: TBD

Presenter(s): John Gibbs

Grade Level: K-6

Audience: General Education Teachers, Special Education Teachers, Content Coaches, Intervention Specialist, and Administrators.

Description: Owen Elementary School teachers and intervention specialists will be trained at the building level on implementing Math Workshop for all students. The purpose of Math Workshop is for the teacher and students to engage in meaningful dialogue through cooperative learning groups that will empower the students to have a deeper understanding of mathematics. Teachers will engage students in math stations/centers that range from 30 minutes to 45 minute sessions for all students and additional intervention time for Tier II and Tier III students. Work stations will be composed of: computer stations, math games, teacher-led instruction, use a variety of hands-on manipulative, writing, and projects. Math Workshop ends with a reflection component which is where the students share their learning and the teacher gathers data. Teachers will use the Math Workshop data to guide additional instructional decisions.

The following checklist will be a useful tool for documenting job embedded professional development:

The Math Workshop Model

This framework outlines the components of a workshop model that can be used in any content.

Redesign Plan

Owen Elementary School

Although the times may vary slightly, the instructional components establish the rituals and routines for seamless classroom instruction.

Pre-test

Test the skills to be taught in the Math Workshop. Arrange students in groups based on the pre-test scores.

Mini-Lesson (10-15 minutes)

The teacher provides whole class direct and explicit instruction in one of the following ways:

Read and think aloud for a specific purpose.

Teach a key concept.

Direct students in a hands-activity.

Teacher outlines the work to be done including:

The expectations as to how to apply the content learned in the mini-lesson to the work.

The expectation of completed work.

Independent Work Time (30-40 minutes)

Students work independently, in pairs, or small groups.

The teacher circulates for 2 or 3 minutes to ensure all students are on task, and then:

Confers with individuals for a few minutes.

Work with a small group in direct instruction

Share Session (5 minutes)

The teacher reconvenes class to:

Focus on the work of one or two students that use what was taught in the mini-lesson.

Recap key learning of the day (1 minute).

Check for understanding (with short reflective writing or exit slips).

Post Test (bi-weekly assessment of the Math Skills taught).

NWEA ASSESSMENT PD

Date(s):

1ST Semester:

9-15-14 : Topic: NWEA Preparing for Testing---Fall 2014 Session

10-08-14: Topic: Part 1: NWEA Report Analysis (Class Reports & Norm Levels Per Grade Level)

10-29-14: Topic: Part 2: NWEA Report Analysis Training

12-10-14: Topic: NWEA Review PD Information on NWEA Report Analysis Process

1-5-15: Topic: NWEA Preparing for Winter 2015 Testing Session

1-6-15: Topic: NWEA Presentation to students on meaning of RIT scores*

2nd Semester: TBD

Time(s): TBD

Location: Owen Elementary Media Center & Individual Classroom(s)

Presenter(s): Ms. Dee-Anna Lewis & Ms. Kimberly Gibala

Grade Level: K-6

Audience: General Education Teachers, Special Education Teachers, Content Coaches, Intervention Specialist, and Administrators.

*Special classroom presentation to students.

Job embedded Outcome(s): Teachers are provided Professional Developments in the step-by-step procedures needed in order to proctor students during the NWEA testing process. Teachers are introduced to how to order individual student(s), class reports and grade level reports through www.nwea.org Instructional Learning Resources after testing. Teachers are provided training in how to read their classroom

data reports in order to help guide the instructional learning for students. Teachers will be provided with current NWEA Grade Level Norm RIT ranges to see how students performed on the assessments. Teachers will begin to use the Instructional Learning Continuum in order to adapt the curriculum needs of their students. Teachers are introduced and begin to use tools like Data to Instruction Framework form to guide lesson planning. Students are provided with their current RIT scores and how they compare to the NWEA Grade Level Norm RIT ranges to set learning goals for future testing sessions.

Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.

Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.

Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.

Per the Consent Agreement, the District is seeking to achieve both fiscal and academic stability over a period that includes up to five years.

- The District will participate in job fairs in order to recruit highly qualified staff. The District will partner with local universities to recruit teacher candidates.

A review of the data indicates that in 2013 Owen 30% of students were at or above proficiency in reading on the states required assessment the MEAP test. This left a gap of 37.6% between Owen and the state target. In addition in 2013 only 8.8% of students were at or above proficiency in mathematics on the state required assessment the MEAP test. This left a gap of 37.4% between Owen and the States target of 43.5%. Therefore, our recruitment personnel will interview applicants who are highly qualified to teach in the core subject areas, with special consideration being given to applicants who demonstrate knowledge in reading and mathematics. The applicants should have knowledge of how to use data to promote instruction. Applicants will also be interviewed and selected based on their knowledge of how to differentiate and scaffold instruction for learners.

Pontiac Public Schools recognizes the importance of continuity in programs and staffing to the reform efforts at each of their schools. This continuity is critical to the successful turnaround of a priority school. The consent agreement between the Pontiac School District and the State of Michigan and the amended agreement with the Pontiac Education Association all acknowledge the need for "operational flexibility" at the building level to support continuing improvement efforts.

Owen being a priority school, the principal will be involved in the interview process when hiring or assigning any new teacher for the building. The hiring team will hire and assign teachers based on student needs. The principal will also have the power to move his staff in any positions that he or she feels will best improve student achievement as long as they are highly qualified for that position.

Teachers who are retained will demonstrate satisfactory performance (effective and highly effective). For teachers who are rated ineffective or minimally effective, an individual plan of action with a support system will be developed. Instructional practices will be evaluated using The Teacher Performance Evaluation System.

Given the urgency to implement a rapid turnaround at Owen School special consideration will be given to any staffing adjustments or changes necessary to meet the requirements of the Consent Agreement. Retention and placement of highly qualified staff at Owen will be district priority. Special considerations of program and building needs will be considered when any staffing adjustments need to be made. Involvement of the principal and building leadership team will be sought and considered by HRS and the district leadership team when considering any reduction, transfer, or placement of staff at Owen.

Given the amount of training invested in Owen staff and the critical importance of the, PBIS, RTI-MTSS, and Project Lead the Way to the turnaround efforts at Owen, every possible effort will be made to keep successfully performing staff members in place at Owen. The

Redesign Plan

Owen Elementary School

leadership of the building and the District believe that the quality of the training and consistency of support will contribute to an increase in retention of staff at Owen School.

The district along with Owen School are providing many ways to help retain teachers at the school:

Owen School will identify and reward staff when 75% of their students demonstrate at least one year of growth on the District selected Fall and Spring assessment. In order to operate within the confines of the Financial Operating Plan of the Consent Agreement, the school will institute a cost-effective system of rewards for educators which will include, but not be limited to, a teacher of the month certificate, a special prime parking space, a PTO lunch, recognition at a student awards ceremony, name sent to the Board of Education for recognition and name/picture displayed in the office.

Per the Consent Agreement Pontiac School District and Pontiac Education Association came to the following agreement:

Attendance/enrollment

Effective January 1, 2014 and continuing, district employees with 90% attendance in a semester, received a \$500.00, payment paid in full on or about the June 27, 2014 paycheck, but no later than on the July 11, 2014 paycheck. Subsequent payouts were on the first pay period following the end of the semester, but no later than the second pay period after the end of the semester. When PSD enrollment realizes a 2,000 increase from the October 2013 student count, a 2% salary increase was expected to be triggered. The dates for 2014-2015 are January 23rd, January 26th, February 8th and June 29th which include two payments each semester for attendance and salary.

Academic incentives

Teachers will receive a 2% increase in pay if 90% student achievement is met District wide on State Assessment.

Individual schools will receive \$100,000.00 to spend towards learning materials and professional development if 90% student achievement is met on State Assessments. The individual building coordinating councils will have input as to how to spend the \$100,000.

At the end of the school year in 2015, the District will host a special reception and honor teachers and students who have excelled and increased student learning/achievement. Teachers qualify when 40% of students in a teacher's class scores at least 75% in reading and mathematics. Students are invited when they score at least 75%.

Leadership team will be asked to nominate teacher of the month based on academic achievement of at least 40% of students achieving 75% mastery in reading and mathematics.

Teachers have multiple opportunities to build capacity that leads to promotion and career growth. Teachers will be provided with professional development in reading and mathematics to improve teaching skills. Numerous professional development opportunities are held at Oakland Schools. Teachers may also build their professional knowledge base by volunteering for special assignments such as the School Improvement Team, test coordinator, building Coordinating Team and District Data Team. During the 2013-14 school year all teachers became members of the Professional Learning Communities and this practice has continued. Teachers have several opportunities to engage in professional dialogues, look at student work, build capacity and knowledge in teaching strategies and climate/culture. The PLC meets once monthly and is organized by grade level teams.

Climate and culture that is conducive to learning supports teacher retention. To retain staff and to provide them with meeting the needs of the students, the District will support methodology that supports best practices and effective instruction. Content coaches, teachers, MSU specialist, and the building administration will work collaboratively to improve the learning climate. Data analysis will be used to assess progress. The leadership team and the principal will work with all staff to create a supportive, focused culture where taking risks is valued and supported, where student learning is the benchmark for all decisions, and where professional development recognizes the expertise within the building staff. Professional learning will be characterized by the quality of ongoing data discussions, professional sharing, and dialogues about student work.

For professional development after the school day has ended, teachers will receive a stipend for attendance and participation.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.

Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.

Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies (Tier I) for school-wide implementation, (c) align with career & college ready standards, (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program

Owen Elementary School's Priority Team consists of the School Improvement Team, Leadership Team, Building Principal, District Representatives, MSU Coordinator, Oakland Schools Facilitator, and the Oakland Schools Improvement Facilitator. Our diagnostic process used to understand our priority school status included data dialogues & analyzing data from multiple measures (achievement/outcome data- MEAP, NWEA, DIBELS, MLPP, ELPA/WIDA, process data, perception data-parent/staff/student surveys, and demographic data). Many factors were highlighted through the data dialogues, but those we found to be most critical in identifying causes of our low student performance were:

- Multiple years of class closures and classroom restructuring
- Lack of resources and materials
- Student mobility
- High Teacher turn-over rate
- Lack of planning and preparation time at the elementary level
- Increasing numbers of non-English speaking families & lack of Bi-lingual tutorial support
- Enrollment Increase (previous years 350-370, 2013-2014, 430 students) with a decrease in staff average class sizes to 41-43 student for the 2012-2013 & 2013-2014 school years
- Lack on-going monitoring of effective use of teaching strategies
- Utilizing current real-time data to create lesson plans and to provide differentiated support
- Our curriculum and instruction wasn't aligned to the Common Core/State Standards
- Lack of embedded and on-going professional development
- Lack of fidelity of teachers implementing and teaching to the district/curriculum & initiatives

The Priority Team along with the entire instructional staff (through PLC meetings) has carefully reviewed the data identified by our MEAP, NWEA and DIBELS Scores. According to NWEA Reading Assessments, 90% of all students did not meet their NWEA norm mean RIT for their grade level. NWEA Language Assessment shows that 91% are not meeting the standards. According to DIBELS Reading Assessment in fall 2014, 52% of all students scored in the intensive. According to NWEA Science 47% of 3rd -6th grades did not meet the norm mean RIT. According to NWEA Math Assessment, 92% did not meet the norm mean RIT for their grade level. Based on our understanding of our SY 2014-2015

students assessment performance the Priority Team along with the entire instructional staff (through PLC meetings) has carefully selected an instructional program that will strengthen students' performance in all content areas when implemented and monitored with fidelity. Our goal is by using Explicit Instruction (focusing specifically on vocabulary development), Writing Workshop, Reading Workshop, and Math Workshop. We expect to show an increase in our student's vocabulary knowledge, reading comprehension, writing, and math comprehension/proficiency. By creating a positive and safe environment where all students will be able to master the five main components of reading development: phonemic awareness, phonics, fluency, vocabulary and comprehension.

In response to our 2014 priority school status/designation Owen instructional staff will be provided with multiple tiers of support through our Intermediate School District/Oakland Schools with Content Coaches in ELA and Math with specific support on MAISA units and ELA & Math ILCs. During the 2014-2015 school year Owen Elementary School will begin the implementation and training of all instructional staff on Readers Workshop, Math Workshop, Multi-Tiered Systems of Support (RTI- MTSS) for Tier I and Tier II reading core instruction support, Explicit Instruction, School Wide Information System (SWIS/PBIS) and on-going data dialoguing.

6B

Our Demographic and Mobility data dating back to 2011-2012 school year has shown continuous growth in our English Language Learners (EL). Owen Elementary School enrollment of English Learners (EL) has increased to more than 50% of our student population. Our 2012-2013 ELPA data indicated that 27% of Owen's English Learners were at the Basic or Low Intermediate Language Proficiency Levels. So in order to close the achievement gap the priority team agrees that vocabulary acquisition needs to be taught through Explicit Instruction. Explicit Instruction focusing specifically on vocabulary building is research-based and validates practices for selecting and teaching vocabulary terms and their underlying conceptual base/meaning for greater understanding.

Owen Elementary School will beginning implementation of Explicit Instruction during the 2015-2016 school year, addressing the needs of our EL children while also giving us skills and strategies to meet the needs of our economically disadvantaged students, at risk students, and general student population as a whole. By using Explicit Instruction focusing specifically on vocabulary development we expect to show an increase in our student's vocabulary knowledge, reading comprehension, writing, and math comprehension/proficiency

During the second semester of year 1 priority status, Owen Elementary School, Central Office and Oakland Schools/ISD will start the work of creating our unpacking tool which will provide the necessary documentation for our planning, preparation, implementation, monitoring/evaluating the accountability processes for implementation of our Instructional Programs & Big Ideas. Also with the district implementing a balanced calendar effective the 2014-2015 school year, we plan to us the district intercessions (additional instruction time) to focus on continuous student learning, the shorter vacations will allow for fewer opportunities for students to forget important lesson materials and provide students with a jump-start for their upcoming instructional objectives.

In the final two years of the plan we will focus on sustainability and accountability by implementing and monitoring our instructional programs and district initiatives with fidelity using our data to maintain and make necessary changes in our instructional design and strategies as needed.

Planning Year One 2014-2015:

With the support of our ISD, MSU Intervention Specialist, SST Team and District Representatives all instructional staff members will be trained on Explicit Instruction, Multi-Tiered Systems of Supports (RTI-MTSS), Readers/Writers Workshop, Math Workshop, NWEA Assessments & Learning Continuum, and DIBELS & Reading Intervention Planning. And to maintain sustainability Trainer of Trainers, Content Coaches, Intervention Support Staff, and Data Coaches will provide training sessions throughout the year on district and building level initiatives (e.g. Active Reading Text Coding, Thinking Maps, 6+1 Traits of Writing, Writer's Clinics, Core Source Book, and Math Games,) during staff meetings, PLCs, ILCs, grade level meetings and at the district and county level as well.

Planning & Implementation Year Two 2015-2016:

All of the instructional programs initiated in the planning year will begin implementation with monitoring in year two.

During year 2 we will begin implementing Readers Workshop during our 120 minute reading block. Additional Tier II and Tier III support will also be in place with the Support of our ELA & Math Interventionist and Special Education teacher support. Math Workshops are implemented during our 90 minute Math block. On-going professional learning will be provided by Oakland Schools Content Coaches (specific to our curriculum units on math & ELA ILCs), Trainer of Trainers, PSD Content Coaches, Intervention Support Staff, and Data Coaches to sustain and build upon the tools and resources initiated during planning year 1. Teachers are also implementing/utilizing other district initiatives to strengthen instructional support to meet the various needs of students (i.e., Active Reading Text Coding, Thinking Maps, 6+1 Traits of Writing, Writer's Clinic, Core Source Book/Reading Intervention Planning, math games and differentiated instruction).

Planning, Implementation and Monitoring Year Three 2016-2017:

All of the instructional programs initiated in the previous years will be embedded throughout implementation of year three with monitoring for fidelity and effectiveness.

Year three will be a continuation of year two as we take all necessary steps to ensure that we have implemented our Instructional Program and Big Ideas with accountability and fidelity. That all critical components/expected outcomes have been met, followed the implementation timeline, identified appropriate achievement targets and assessment tools and established clear guidelines for implementation by instructional staff (how will it be monitored, by whom and when?)

Planning, Implementation, Monitoring and Evaluating Year Four 2017-2018:

Owens's administrator and leadership team will take all necessary steps to initiate effective implementation and monitoring of:

- Explicit Instruction

- Multi-Tiered Systems of Supports (RTI-MTSS),
- Readers/Writers Workshop, Math Workshop,
- NWEA Assessments & Learning Continuum, and
- DIBELS & Reading Intervention Planning.

The building principal and leadership team will monitor the evaluation and fidelity of the instructional programs implementation and the impact on student achievement. Formal observations and classroom walk-throughs using our Priority School Accountability Checklist Tool, PSD Evaluation Tool, PLC Collaborative logs, ILC meeting format, DIBELS progress monitoring, NWEA Learning Continuum, pre & post (formative & summative) classroom level assessments and lesson plans will all be used to determine the fidelity of implementation. Again, job-embedded training will be provided yearly by Trainer of Trainers, Title 1 Support Staff, Content Interventionist, Content Coaches (District & ISD) and data coaches (DIBELS, NWEA & ILCs) will be utilized to guide teachers, model strategies, interrupt data, facilitate professional development and program implementation to maintain sustainability.

Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.

Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, and (c) identifies instructional program outcomes and a plan to assess for impact

Owen Elementary School will promote continuous use of individual student data (such as formative, interim and summative) to make informed instructional decisions and differentiate instruction to meet individual student needs. Our Instructional program outcome is that all students will be able to master the five main components of reading development: phonemic awareness, phonics, fluency, vocabulary development and comprehension. By using Explicit Instruction (focusing specifically on vocabulary development), Writing Workshop, Reading Workshop, and Math Workshop we expect scores to reflect an increase in our student's vocabulary knowledge, reading comprehension, writing, and math comprehension/proficiency.

Our educational reform measures will include high quality instruction by utilizing PLCs, ILCs, ESL Teacher, Special Education/Resource Teachers, Content Coaches, Content Interventionist, and Bilingual tutors to support on-going progress monitoring and help provide Tier I and Tier II instructional needs.

During the 2014-2015 school year teachers will be trained/re-trained on using DIBELS data for Progress Monitoring & Reading Intervention

Redesign Plan

Owen Elementary School

Planning. NWEA building trainers will train staff on: RTI Scores, Learning Continuum and NWEA Instructional Planning (Provides teachers with instructional options for students at risk to excelling beyond grade level), and ILC Format 3.0. On-going professional development and training will continue yearly based on our instructional needs, and as indicated in our #7 Instructional Program Timeline. Teachers will chart and post their classroom data for DIBELS, NWEA, Quarterly ILCs formative, summative, and SWIS data at least 3 times a year documenting academic & behavioral student growth for students and parents.

Teachers meet in the following manner throughout the school year to discuss district level, school level and grade level data, curriculum and other instructional/behavioral information: School Improvement Planning Team meets monthly, PBIS meets monthly, Tier II & Tier III Behavior Support Team meets monthly, monthly departmental meetings (K-2 & 3-6), quarterly ILC sessions, and monthly staff meetings. PSD Teachers and PEA has incorporated monthly instructional planning days to provide for PLCs, Professional Development, and to give teachers an opportunity for collaborative planning. Trainings for instructional staff members are being provided district wide during after-school hours and on Saturdays.

The School Improvement Planning Team meets monthly through collaborative meeting processes that engage all stakeholders. The SIPT is responsible for gathering four types of data: achievement data, demographic data, program data, and perception data to improve the level of students learning and achievement. The following four sections provide information and guiding questions that are crucial for our team to use when gathering, studying, and planning what it is that we will need to do.

The Professional Learning Cycles (PLCs) which is made up of staff members on content specific committees (English language Arts, Writing, Mathematics, Science, Social Studies and School Climate & Culture) meets 3-6 times a year. The PLC committees are responsible for identifying specific strategies in our SIP. The PLCs also identify other activities and responsibilities identified in the school improvement plan & the comprehensive needs assessment: implementation, planning (on-going), monitoring and evaluating of each content area of the school improvement plan.

Departmental meetings (K-2 & 3-6) are held once a month for grade levels to examine and discuss students' grade level data that is collected through pre & post assessments/end of the unit assessments for ELA and Math.

DIBELS is given (3 times a year & progress monitoring every 3 weeks) in order to determine oral reading fluency, and comprehension levels of students. Classroom teachers create intervention plans based on the student's area of needs. During daily intervention (AM for K-2/PM for 3-6) ESL teacher, bilingual tutors, ELA intervention support staff, and resource room teachers work alongside the classroom teacher with the intensive students/Tier II, the resource room teachers also push in & pull out students daily and provide additional support to the special education students and students with more intensive needs/Tier III. Based on the 2014 baseline DIBELS data teachers and support staff will begin training and implementing Readers Workshop and Explicit Instruction.

NWEA is given 3 times a year in grades 2-6. Teachers have been trained to look at a multitude of NWEA reports that are broken down by skill so that teachers are able to address specific areas of Reading, Writing, Math, and Science to help determine instructional support for Tier II and Tier III students. Teachers have also been trained to use NWEA scores to:

- *Group students by learning levels: specifically reading levels to help build comprehension skills.
- *Target instruction to specific learning levels (differentiate instruction).
- *Use the NWEA Learning Continuum resource at www.nwea.org (w/login access) to drive instruction to specific CCSS and skills concepts by student's RIT range(s) to better target differentiation efforts.
- *Using the Learning Continuum and the Data to Instruction Planning page can help teachers to map out their differentiated lessons plans
- *Use the NWEA Learning Continuum resources to build overall vocabulary skills. NWEA has their vocabulary listing by RIT ranges for Reading; Language; Math; and Science so teachers can target specific vocabulary word lists for each student.

MLPP is given 4 times a year in Kindergarten through 2nd grade in order to further assess students' needs in reading. Intervention Plans include the following activities: whole group, small group and individually. Staff uses a variety of manipulative and teacher-created materials to focus the student's attention on various aspects of sound and print.

At the classroom level students are given a pre-test before the unit is taught in ELA and Mathematics. Teachers then use the student's scores to determine how to differentiate their weekly/bi-weekly lessons to support the various learners in their classrooms. Teachers will also

conduct writing assessments (3-times a year: beginning, mid-year and end of year) using the 6+1 Traits of Writing and will review and assess students writing samples 3 times a year during Writer's Clinics with Oakland Schools.

School Wide Information Systems (SWIS) is reviewed monthly by the PBIS Team and shared during monthly staff meetings, monthly parent nights, and 2-3 times during the school year at student assemblies. School/climate perceptual data is collected (3 times a year) which is used to identify additional academic, instructional, and climate & cultural data from the perspective of our students, staff, parents, and stakeholders to identify needs of the students, address behavioral concerns/support, and to enhance parent and community communications. This reflective dialogue will allow staff to identify related issues and problems and discuss solutions in a school-wide manner during monthly school improvement planning, staff meetings, and PBIS monthly meetings. Staff will also utilize grade level collaboration time and staff meetings monthly to discuss student data, curriculum and other requirements. These data dialogue sessions will provide evidence based data that will help support teachers in planning their multi-tiered instruction to meet the needs of Tier II and Tier III. Staff will incorporate the following instruction practices differentiating instruction according to student's needs, which includes using: Core Sourcebook, Math Workshop, Reading Workshop, Guided Reading and Writing Workshop.

Instructional Learning Cycles (4 times a year) will be conducted to give teachers an opportunity to collaborate and identify areas of focus to align instructional components. Instructional staff members will meet during 3 meeting cycles to identify and align specific Common Core State Standards that is the target for the ILC and establish the measureable objective and instructional strategy. These cycles of improvement are meant to last 3-6 weeks and are guided by teacher teams. Teachers meet during this process to examine the students work collected to serve as evidence of student understanding of the standards. They work together to revisit and familiarize themselves with the targeted standards before analyzing student work; analyze a sampling of student work for evidence of student learning; discuss whether students have met the expectations in the standards and make inferences about the strengths, weaknesses, and implications of instruction; and identify what students know and what skills or knowledge needs to be strengthened in future lessons.

Based on our collaborative data dialoguing teachers will then adjust lessons at the classroom level to meet the needs of students. Attention will be given to strategies and services for Tier II & Tier III student's, implementing intervention plans specifically around ELA & Math incorporating a variety of instructional methods such as critical thinking skills, math & ELA consumables, thinking maps, culturally relevant instruction, hands on science instruction and utilize technology daily for further math and ELA intervention support. Students receive differentiated instruction in small groups during Math Workshop and Reading Workshop. During intervention time Tier II and Tier III students receive additional support by the resource teachers, math and ELA interventionist, ESL teacher and bilingual tutors. The teacher uses best practices to instruct the students in small groups based on identified skills from the Instructional Learning Cycles. Implementation will be monitored by Teacher Evaluations, lesson plans, progress monitoring, IST (Instructional Support Team), intervention plans, monitoring checklists, and anecdotal notes.

Teachers, intervention specialist(s), tutors and leadership team (principal, content coaches, coaches, and PBIS team) will also access and share data with students, parents and other stakeholders during Parent Nights, Parent-Teacher Conferences, quarterly progress reports, and monthly student progress reports for students scoring below 70% in any content area.

The building principal will promote the continuous use of student data (data dialoguing) during monthly grade level/collaborative meetings, departmental meetings, staff meetings, and/or PLCs where DIBELS, NWEA and ILCs data is discussed for the purpose of review specific data and monitoring the effectiveness of our instructional practices using that data. Our data dialogue process is documented using Pontiac School District's Collaborative Log, ILC Meeting Format, DIBELS Progress Monitoring, NWEA Learning Continuum documentation and our Priority Schools Accountability Checklist. Documentation will be used to monitor the implementation and the evaluation process of our data dialogue sessions using student data. Additional information and documentation that will be used to evaluate the adult implementation of specific outcomes will be formal observations, classroom walk-throughs, PSD Evaluation Tool, pre & post classroom level assessments (to evaluate student achievement growth) and lesson plans will all be used to determine the fidelity of implementation.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.

Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8C: In your response, describe the district's plan for increasing time for professional collaboration that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

The Pontiac School District no longer offers music and art instruction in the elementary schools. This extra time combined, with an earlier starting and later dismissal time has extended the students' instructional time by 170 minutes weekly. The rationale for the increased instructional time is for teachers to implement an all-inclusive, differentiated, rigorous 120 minute ELA block and a 90 minute mathematics block, which includes extra instructional time spent in the core subject classroom and the opportunity for RTI-MTSS to flow smoothly. The ELA instruction is delivered to all students in a ninety (90) minute block, with an additional thirty (30) minute block set aside for intervention strategies for Tier II and Tier III students. Mathematics instruction is delivered to all students in a ninety (90) minute block daily. Intervention in mathematics is done concurrently and embedded within the multi-tiered model. Teachers instruct at least 45 minutes daily on science and social studies concepts. We also teach science and social studies text structure, reading strategies, and content within our ELA and mathematics blocks. Students have 45 minutes a week for physical education. The district redesigned the current schedule to include the intersession periods. The rationale for this was a need to provide a longer school year with more focused interventions. Our first intersession was October of 201 and this was for 5 days.4 and Owen students participated in play works for one hour an day Monday-Thursday. Research shows that physical activity and exposing young to organized play increasing academic achievement as well as decreases instances for bullying and other undesirable behaviors. The next intersession Owen students participated in was for nine days and included hands on STEM activities Monday-Thursday for one hour. STEM increases higher-order thinking skills and encourages problem solving and real world applications. Enrichment activities for all students are incorporated in the extended class periods for core subjects. Enrichment activities include use of the computer lab, book clubs, hands-on science projects, and expressive language projects using art and music media, and other school base projects. We offer the breakfast program before the start of the instructional day to ensure no interruptions take place during lessons.

Beginning fall of 2014, The District along with PEA set aside two professional days per month for professional development and/or planning and development time in Professional Learning Communities and Instructional Learning Cycles. Research shows (from DeFour's Leadership and Learning Center) that when teachers collaborate and are provided quality professional development that is implemented with fidelity it will lead to increased student achievement. This time was set aside for the purpose of reviewing data, working on lessons that align to the Common Core Standards, and collaborating on ideas that will lead to an increase in student achievement. Teachers collaborate about progress monitoring results, inter-tier movement and overall student achievement, and set new goals for individual students. This time also

allows for Oakland Schools coaches to provide professional development in ELA and Mathematics.

The Pontiac School District implemented balanced calendar beginning with the 2014 School-year that includes intercession that specially focus on Math and Reading Interventions for targeted students. Owen students received targeted instruction and will continue to benefit from intercession as it is expected that these interventions positively impact students achievement. Owen teachers offer students before and after school tutoring in ELA and Math.

Requirement #9: Provide ongoing mechanisms for engagement of families and community.

Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.

Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.

The Owen Elementary School Community, which includes our parents, teachers, administration, students, partners, and other stakeholders, is to assist all students in realizing their maximum academic, emotional, physical and social potential in order to succeed in a rapidly changing world. All students will be educated in a safe and secure environment that addresses diversity, promotes respect, responsibility, manners, self-esteem and communication for all learners. Together, we (parents, staff, community members and partnerships) will hold one another accountable for the health, wellbeing, emotional, and physical safety of our students in effort to enrich and ultimately positively impact the lives of our students for future advancement.

Owen Elementary School provides parents and community partners of students enrolled many opportunities (strategies to engage families & partnerships) to assist in developing the building school-wide plan, reviewing implementation of the programs and making suggestions for continued improvement. Having an open communication with Parents and Partners is a high priority for all the Owen Staff.

To accomplish this, the school:

Convene an annual meeting (Open House & Title I Meeting) to which all parents of participating children are invited and encouraged to attend. The purpose of this meeting is to: Inform parents of the school's participation in Title I and to explain the requirements of Title I and the right of the parents to be involved. We hold yearly parent elections during our September Title I meeting (parents are nominated during August) for the positions of President/Parent Liaison, Vice President, Secretary, and Treasure.

Parents are provided information about the Title I programs available to students and families. The goal is to involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school parental involvement policy and the joint development of the school wide program.

Include Parent representatives as members of the Owen School Improvement Team and Leadership Team to ensure that parent's perspective is obtained regarding key components of the school- wide program plan as part of the overall School Improvement Plan (SIP). The school-wide program plan (and the SIP) and Transformational Plan are made available for review in the school's main office, on the Owen School website, or upon parent request.

Establish a school-level Parent Teacher Kids Organization (PTK) to identify and address parents' needs and concerns and to gather input on the quality of the school's instructional programs and seek suggestions for improvement. The PTK parent committee in collaboration with the principal will schedule and notify parents of the PTK meetings and opportunities to volunteer in their children's class or assist with class activities, as appropriate or to the extent that is feasible. Additional examples; Parent Title One Annual Meeting; Parent Elections; Parent Weekly Committee Meeting; PTK Activities: Winter Blast and Valentine Celebrations; Curriculum Activities: Science Fair and Math Workshop. All parents will be invited and encouraged to participate and all communication will be in English and Spanish.

Parents are encouraged to utilize Mi Star to monitoring attendance, assignment & homework completion.

Provide refreshments, childcare and ESL translation, to encourage and support parents and family attendance at meetings, parent workshops, and other school activities.

Parent meetings are scheduled during alternating hours, some during school hours and some after school in order to accommodate families'

schedules and transportation needs.

Address the importance of regular meaningful communication between teachers and parents on an ongoing basis through classroom newsletters, school website, parent-teacher conferences, progress reports, classroom visitations, and through The Parent/Student/Teacher Compact.

Owen Elementary School enlist community partners/members by sending representatives from our leadership team to neighborhood association meetings, community/city planning meetings, local community businesses, "Community Walks" that introduces teachers and students to local neighborhood businesses, and cultural and community centers to invite community representatives to participate in our various activities to gain new partnerships and strengthen existing partnerships.

Community partnerships are engaged in our transformation reform plan by supporting our strategic and core students through Project Based Learning which provide students a chance to participate in learning that goes beyond the classroom experiences by providing extracurricular learning opportunities based on complex topics and real-world issues. Our current academic partnerships include: 4-H Tech Club, International Technology Academy/Owen Clubs Spanish & Art 3-6, Project Excel 5-6, Hispanic Out Reach K-6, Kensington Community Church (tutorial & Career support), Birmingham Rotary Club-Reading Intervention Support 1st & 2nd grade, and The Rotary Book Club for 4th and 5th grade girls. Student's work is presented to audiences beyond the classroom, including parent's nights, partnership appreciation celebrations, assemblies, Science and Math Fairs, and an All Student's Production Night usually done toward the end of the school year. The building administrator and leadership team will continue to recruit community partnerships by giving families and community members greater opportunities to determine options for school involvement, to participate in a wide range of involvement activities, and to assume key roles and responsibilities in school-improvement efforts, including participation in the school's decision-making processes by attending SIT meeting, monthly staff meetings, leadership team building meetings, and Parent, Teachers and Kids committee meetings.

Provide staff member with professional development opportunities in families and community involvement through our Department of Human Service Office located in our building. Partners and volunteers will also be offered training as well. This training could include Professional Development on the District Curriculum and training on "How to tutor Children". A school based Orientation for every volunteer who would be held in the school building to include information about duties and responsibilities. School and District policies and procedures will be shared as well as policies on confidentiality and safety. In order to ensure that Partners work effectively and have a clear understanding of expectations, they will be asked to review our SIP/Reform/Transformation goals and objectives. A copy of the District "Student Code Book" which discusses the PSD student discipline policy will be shared with partners and volunteers. Other activities used to enlist parents or volunteers include asking parents or community partners to volunteers to help teachers and other school staff. Communicate with parents frequently, using a variety of methods e.g. our

Owen Instructional website: https://sites.google.com/a/pontiac.k12.mi.us/owen_elementary/, communicate newsletter and notes home in English and Spanish. Offer programs, events and activities related to encouraging parent involvement (e.g., Parents and Partnership Appreciation Dinner, parent workshops on how to support student learning in specific subject areas, programs to encourage English for Speakers of Other Languages (ESOL) parents to become involved with their child's education, daily or weekly tutoring sessions in which parent volunteers assist children who need extra remediation in certain areas and incorporating student performances into family-oriented events.

A needs assessment is also used yearly as a vehicle to determine the needs and current level of satisfaction of school staff and families regarding the school's family-involvement opportunities. It also asks all parents and partners to describe additional programs and practices that would be of value to them. Our needs assessment typically takes the form of a survey, which is simply and family friendly. The use of telephone interviews and school meetings also ensure that a greater percentage of families will provide their input into the process. After conducting needs assessment and surveys the Leadership Team will identify priorities and develop an action plan in a collaborative way that supports community consensus.

Owen has established and maintained on-going partnerships with various community organizations to support the school, parents and students to promote the health, well being, and learning of all students. Our partnerships have provided necessary resources that improve

learning for all students and have strengthened our school, families, and communities-commitment. By actively involving parents and engaging community resources we have been able to respond more effectively to the whole child not just their educational needs.

Research shows that students whose parents are involved in their education are more likely to:

- Adapt well to school
- Attend school more regularly
- Complete homework more consistently
- Earn higher grades and test scores
- Graduate and go on to college
- Have better social skills
- Show improved behavior
- Have better relationships with their parents
- Have higher self-esteem

Additionally, linking community activities to the classroom

- Improves school-related behaviors
- Positively impacts academic achievement

Owen Elementary School 2014-2015 Partnerships

Kiwanis Club: The Kiwanis Club of Pontiac is a volunteer group whose goal is supporting the enrichment of children. This is the group's third annual dictionary donation to PAE third graders. Each student received a brand new student dictionary with their names printed on the inside cover to instill pride in the newly received book. The distribution was followed by an educational and fun game lead by Club members to help introduce the students to key features of the dictionaries. This is beneficial to students because learning to use a dictionary is an important part of the elementary student's education. This skill obviously helps the student discover the meaning of words, but it also helps them understand sequence and order. These more abstract skills are important throughout life.

MSU 4-H Tech Club: The 4-H Tech Club is a 4-H club which works to inspire youth in grades 3 through 6 to study and learn more about aerospace, computers, electricity, engineering, robotics, and small engines. The club meets monthly, providing workshops in these areas, along with other learning experiences. Members are required to enroll in 4-H, attend 6 meetings per year, enroll in 1 technology-related project area per year, give 1 technology-related demonstration to club members per year, and pay \$10 dues per year. 4-H uses an experiential learning model in that youth learn by doing and then reflecting upon their experiences. Owen's 4-H Tech Club meets every Thursday on full days of school throughout the school year. The club mentors are currently 3 engineers for general motors. Students will be able to demonstrate the following at the end of the year:

International Technology Academy/Owen Clubs: Owen students in partnership with ITA established a program where PSD high School student visit our students 2-3 times a month and teach non-Hispanic students Spanish. We also have students who are majoring in Art Exploration work with Owen students to teach art exploration.

Kensington Community Church: Provides instructional tutors to assist in the classroom setting daily at various grade levels. The tutors provide reading support to students during intervention time, they assist students one on one during test time, and they help students during media time with computers and locating age appropriate reading materials. The Kensington tutors also support our parent organization with attending the parent nights and parent workshops. They provide volunteers, materials and resources.

Fifth Third Bank Young Banker Club: Fifth Third Bank launched a unique hands-on financial literacy pilot program geared toward fifth-grade students. Program partners recognized the importance of reaching children at an early age to teach them about education, finances and personal responsibility. Students have an opportunity to learn first-hand the importance of saving and becoming an educated consumer, while being mentored by business professionals. The customized 10-week curriculum is taught in once-a-week sessions held during the

school day. The curriculum meets local and state educational standards in both mathematics and social studies. Students are assigned a Fifth Third Bank employee/volunteer as a mentor who is responsible for teaching the curriculum, providing leadership, guidance and friendship throughout the course.

Exxon Mobil Corp: Exxon-Mobil gas station presents Owen Elementary School with a \$500 grant to help support the math and science curriculum. This has been a yearly donation for more than five years. The Exxon-Mobil Educational Alliance program is designed to provide Exxon and Mobil retailers with an opportunity to invest in the future of their communities through educational grants to neighborhood schools. Our students use the funds annually to cover some of the cost to purchase science project boards.

National Kidney Foundation of Michigan: The National Kidney Foundation of Michigan (NKFM) offers a wide variety of innovative and creative early childhood health education and health behavior change programs. The PEACH programs educate and empower families, childcare providers, teachers and children to make healthy changes in their schools, early childcare centers and homes. Our programs reach those most in need - children and families from schools and neighborhoods that lack healthy food choices, sound nutritional information, and other vital health-related resources. Children in these programs learn and adopt nutritional and physical activity behaviors that prevent chronic disease, promote their well-being and ultimately place them on a path to join a generation of healthy, prepared learners.

Birmingham Rotary Club: The goal of the "Better You Read, the Better Your Life Literacy Campaign is to promote, support and provide student and parents life-long reading, comprehension, application drills, tools, exercises and workouts to help them enthusiastically engage and recommit to reading for life. It has been proven, the better you read, the better your life. The Better Your Life Literacy Campaign will be implemented in the Pontiac School District through various activities with a heavy emphasis on strengthening and significantly improving the reading, writing, listening, communication, comprehension, application and life skills of Pontiac Schools students and parents. The Birmingham Rotary Club will provide tutorial support to our strategic students in second grade and will establish a yearlong book club with our 4/5th graders. They will provide tutor support twice a week and the book club will be held once a week.

Oakland County Sheriff's Department: As a program to support our PBIS initiative we do the "Student of the Month" to recognize our students in every class. It is very important to encourage young people to study hard and acknowledge those who have shown improvement academically and or behaviorally. "Student of the Month" is a program that helps achieve this goal by providing students with one more incentive to excel in their studies. Selected students receive a certificate, pencil or pen, and a special photograph of themselves.

MSU Extension Program: Starting in February for 3rd & 4th grader Michigan State Extension Program will be here offering our students a six week series on healthy eating and nutrition. They also provide academic lessons with their weekly presentations. Students engage in making healthy food choices and physical exercise.

Department of Human Services: DHS works with families to overcome housing crises, utility shut-offs, food shortages, and issues in the home that impede learning at school. We assist clients with obtaining new and used uniforms in order to help students remain compliant with the uniform policy. DHS also meets in office or in home with families when children are not meeting attendance requirements in order to determine any health, behavioral, or household needs that impact attendance and assist clients with accessing services to resolve those barriers.

Home Depot: Provides several hands on classroom activities and parent & child workshops onsite. They were able to demonstrate the proper use of basic carpentry skills needed to construct wood projects. These activities promoted a connection to everyday essentials of motor skills, math, science and reading while having fun. Most importantly, their partnership allowed valuable time with family, the community and the school.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.

Indicator 10A: Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvancEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.

In collaboration with Owen Elementary School Improvement Teams which include Mrs. Smith, teaching and support staff as well as parents and community partners, The School District of the City of Pontiac including Grants Compliance and Billing Office, The Curriculum and Instruction Office and the Human Resource Office, The following local, state and federal programs support the schoolwide program in the areas of staffing, use of time, professional learning and budget utilizing Title I expenditures.

Comprehensive Needs Assessment provides a roadmap for the services needed at Owen School. Based on this information, the district has planned professional development that aligns with the Comprehensive Needs Assessment, which include NWEA Assessment System (Educational Reform Goal - Title I, HSGI)

Professional Learning Communities Substitute and Stipends (Educational Reform Goal - Title I)

School-wide Reform Strategies are supported by the district and include Supplementary Intervention Materials and Supplies (Literacy, Numeracy, Social Studies, Science Goals - Title I)

Elementary Counselors (Climate and Culture, Educational Reform Goals - Title I)

Field Trips Entrance Fees and Transportation (Literacy, Numeracy, Social Studies, Science Goals - Title I)

Supplemental Technology - Instructional Boards, Bulbs, etc (Literacy, Numeracy, Social Studies, Science Goals - Title I)

Supplemental Online Learning Tools (Literacy, Numeracy, Social Studies, Science Goals - Title I, HSGI)

Extended Day Learning Teachers (Educational Reform Goal - Title I)

Extended Year Learning Instructional/Non-Instructional Staff (Educational Reform Goal - Title I)

Extended Year Learning Materials and Transportation (Educational Reform Goal - Title I)

During the Day Afternoon Snack for Elementary Students (FFVP)

During the Day Breakfast and Lunch for All students (CEP)

Highly Qualified Staff (Instruction)

Extended Day Learning Teachers (Educational Reform Goal - Title I)

Extended Year Learning Instructional/Non-Instructional Staff (Educational Reform Goal - Title I)

After School Tutoring Materials and Stipends (Literacy, Numeracy, Social Studies, Science Goals - Title I)

Redesign Plan

Owen Elementary School

Title I)

Assessment Analysis (Literacy, Science, Social Studies Goals - Title I)

Instructional Coaches (Educational Reform Goal - Title II)

Core Content Coaches (Educational Reform Goal - Title II)

Teacher Supplemental Core Content Topics provided by Oakland School and other local educational training organizations (Literacy, Numeracy, Social Studies, Science Goals - Title II)

English Language Learners Oriented Professional Development (Literacy, Numeracy, Social Studies, Science Goals - Title III)

Parental Involvement

Monthly Parent Meeting Literature, Refreshments and Interpreters (Climate and Culture Goal - Title I)

Annual Parent Meeting Literature, Refreshments and Interpreters (Climate and Culture Goal - Title I)

Core Content Area Parent Nights Literature, Refreshments and Interpreters (Climate and Culture Goal - Title I)

Timely & Additional Assistance

Extended Year Learning Instructional/Non-Instructional Staff (Educational Reform Goal - Title I)

Extended Year Learning Materials and Transportation (Educational Reform Goal - Title I)

After School Tutoring Materials and Stipends (Literacy, Numeracy, Social Studies, Science Goals - Title I)

Behavior Intervention Materials and Specialists (Climate and Culture Goal - Title I)

Bilingual Tutors (Literacy, Numeracy, Social Studies, Science Goals - Title I)

At-Risk Social Workers (Climate and Culture Goal - Title I)

Core Content Intervention Specialists (Literacy, Numeracy, Social Studies, Science Goals - Title I)

Intervention Teachers (Literacy, Numeracy, Social Studies, Science, Educational Reform Goals - Title I)

Bilingual Tutors (Literacy, Numeracy, Social Studies, Science Goals - Title I, Title III, Section 31a)

Special Education Social Workers (Climate and Culture Goal - IDEA)

Special Education Phycologists (Climate and Culture Goal - IDEA)

Special Education Speech and Language Pathologists (Climate and Culture Goal - IDEA)

Special Education Students Field Trips Entrance Fees and Transportation (Literacy, Numeracy, Social Studies, Science Goals - IDEA)

Coordination & Integration of Federal, State and Local Resources

Grants Compliance Coordinator (Title I, Title II)

Grants Compliance Assistant (Title I, Title II)

Title II Coordinator (Title II)

Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.

Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.

Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.

Currently, there are three District staff members who are responsible for working with and supporting Owen in this process: Kimberly L. Leverette, Ed.D. , Assistant Superintendent, Curriculum and Instruction and the Central office liaison whose charge is to monitor and support Owen Elementary School is all aspects for their Transformation Plan, Teresa Harris, Assessment Coordinator and Loriann Bell, Supervisor of Literacy.

The District has secured agreement that all external partners including MDE, the ISD, community partners and organizations provide technical assistance related to increasing student growth and achievement including Superintendent Williams and Board of Education for the City of Pontiac School District, Dr. Weatherspoon, Steven Curry, Jan Calis, Dyan Perez, Cindy Toupin, Jamie Cowin, Dr. Markavitch, Darryl Seagers and Susan Friend.

A meeting was held on Friday, October 4, 2013 with the ISD Title I personnel, district representative and Priority school principals to review and discuss the duties and responsibilities of the Priority school coaches, facilitators, and MSU specialist. These meetings continue to be a critical part of our work in Pontiac Schools. The MI Excel Service Plan was also reviewed and discussed. Through the MI Excel plan, Oakland Schools provide a SIF to provide technical assistance in the areas of data collection, facilitating data dialogues, completing the school process rubric, developing the Transformation plan goals and participating in the school improvement process. Oakland Schools also provides mathematics and literacy content coaches that support the core practices in each subject area. During the 2014-2015 school-year Reading consultants are working with the district to implement the Readers Workshop model for Literacy Support. The turnaround activities are supported by the District, ISD, MDE, and MSU. The District looks forward to collaboration and attending meetings designed to facilitate the implementation process for the Priority schools.

The District will have the opportunity, per the Consent Agreement, to contract with an outside partner to provide some educational services. The Superintendent will make the final decision after meeting and collaborating with stakeholders.